

Program Review Self-Study
Master of Public Administration
Hugo Wall School of Public Affairs

Academic unit: Hugo Wall School of Public Affairs

College: Fairmount College of Liberal Arts and Sciences

Date of last review 2010

Date of last accreditation report (if relevant) 2009

List all degrees described in this report (add lines as necessary)

Degree: Master of Public Administration (MPA) CIP* code: 44.0401

Faculty of the academic unit

Name

Signature

Professor H. Edward Flentje

Professor Mark Glaser

Regents Distinguished Professor Ken Kriz

Associate Professor Nancy McCarthy Snyder

Associate Professor Arwiphawee Srithongrun

Associate Professor Melissa Walker

Professor Samuel J. Yeager, III

Submitted by: Nancy McCarthy Snyder, Director
(name and title)

Date 31 March, 2014



1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

b. Program Mission:

The mission of the Hugo Wall School of Public Affairs is to advance excellence in public service through integrated instruction, research and community service.

c. The role of the program (s) and relationship to the University mission

The Hugo Wall School is instrumental to fulfillment of the WSU's mission. The academic program features a synthesis of rigorous theory and real-world application. The curriculum is designed to prepare students for professional careers and positions of leadership in public and nonprofit organizations. Faculty and staff conduct research and actively work with state and local government and nonprofit organizations to improve their effectiveness. As a result, MPA students gain access to theoretical foundations, timely classroom examples, real-world project assignments and interaction with a variety of high-level public and nonprofit officials. These efforts directly enhance students' leadership and management skills and perspectives, and ultimately, career opportunities. Those careers in turn contribute to improvement in the quality of life in communities throughout the state and beyond.

d. Has the mission of the Program (s) changed since last review? ☒ Yes ☐ No

The mission was reviewed and revised in 2013 as part of WSU's strategic planning. Wording was made more concise, but the substance of the mission did not change.

e. Provide an overall description of your program including a list of the measurable goals and objectives of the program (s) (programmatic). Have they changed since the last review?

☐ Yes ☒ No

The Master of Public Administration degree program is fully integrated with the applied research, professional development and technical assistance mission of the Hugo Wall School of Public Affairs. The School is named for Dr. Hugo Wall (1901-1975) who served Wichita State University in a number of roles and who was a pioneer in promoting professional administration in government and in advocating the role of higher education in engaging with units of government to address public problems. His vision was of an *interdisciplinary unit that would link the University to the community*.

Today the Hugo Wall School continues that heritage through the Master of Public Administration degree, the Center for Urban Studies, the Kansas Public Finance Center and the Federal Region 7 Environmental Finance Center. Specifically, the School

- Prepares individuals for positions of leadership and responsibility in public and nonprofit organizations through the MPA and other professional development offerings
- Expands and disseminates knowledge in the areas of public management, public finance and public policy to audiences of academics, professionals and practitioners in government and nonprofit organizations
- Engages communities in ways that serve the public good

In FY 2014 the Hugo Wall School has 6.5 FTE faculty. In addition, the school employs eight professional staff members (7.75 FTE) and two full-time support staff, all of whom interact with students on a regular basis. HWS offers one degree: the Master of Public Administration. It also has four graduate certificates in city & county management, nonprofit management (which includes an elective course in public history), public finance, and economic development (which includes a course in Real Estate). Several of the core courses are cross-listed with other departments including economics, political science and finance.

The Hugo Wall School is currently at the limits of available space. Future growth will require consideration of alternative arrangements. The school has a need for enhanced conferencing capacity and classroom technology upgrades. There are no other pressing equipment needs.

Educational Program Objectives:

The current assessment plan for the MPA lists the following objectives:

1. To provide students with a high level of understanding of core concepts in the field of public administration. Specific concepts are listed in section 3 of this report.
2. To give students who wish to specialize, the opportunity to obtain a graduate certificate in selected topics.
3. To prepare students for interviews with prospective employers by conducting mock interviews.
4. To place students in appropriate internships within local, state, and federal governments.
5. To assist students in finding professional positions in state and local government.

Progress toward achievement of these goals is monitored in accordance with the assessment plan approved by WSU's Graduate School and discussed in more detail in section 3 of this report.

2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).

The Hugo Wall School is unique at Wichita State University in that one-quarter of each faculty member's time is budgeted to the School's Centers which conduct applied research and provide consultation, technical assistance and professional development for state and local governments, professional organizations and nonprofit organizations. The academic model that integrates community engagement with teaching and research is a major strength of the Hugo Wall School. Research and technical assistance conducted by faculty inform classroom instruction, ensure curricular relevance and expose graduate students to rigorous applied research and program evaluation. Technical assistance and professional development offered through the Centers are based on the latest academic research and apply best practice in public and nonprofit management to maximize impact and solve community problems. Participation in Center activities keeps faculty attuned to the emerging issues in the community and exposed to emerging research questions. Professional development offerings focus on training local government and nonprofit practitioners to improve the efficiency and effectiveness of their organizations. Contacts made and fostered through research and technical assistance aid in the placement of interns and graduates, as well as in student recruitment.

MPA faculty are very highly qualified. All faculty members hold doctorates in fields related to public administration, as well as having significant professional experience in state and local government or nonprofit organizations. All faculty have full standing as members of the graduate faculty. The Hugo Wall School began the reporting period for this report with only 4.5 faculty. This number reflects two faculty vacancies and one faculty member on phased retirement. During the period another faculty member was on medical leave for 6 months. As a result, faculty research productivity was lower than normal in 2011 and 2012. In fall 2013, the vacant positions were filled. The table below reflects the associated increase in scholarly productivity. This level is expected to continue and to increase.

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref				
2011	2		1	2			1	2		\$349,946
2012	2			3	1					\$556,283
2013	5	1	4	17	1					\$834,666

Faculty have published in high quality academic journals and presented scholarly work at a large number of national and international professional conferences including the American Society for Public Administration, the International City/County Management Association, , the Association for Budgeting and Financial Management. In addition to the work reflected in the table, Hugo Wall

School faculty are performing distinguished service for academic and professional journals in the field of public administration. Faculty members have served as editors and editorial board members for ten national and international journals and as reviewers for many journals.

The total number of students, graduates and credit hours in the MPA program have been stable over the past decade averaging 76 majors, 18-20 graduates and 960-970 SCH. All MPA coursework is offered after 4:00 pm with all core courses offered at night. A majority of the students are part-time. Students in the MPA have regular contact with professional public and nonprofit managers through guest speakerships and face-to-face social networking opportunities. The overall placement rates for graduates and career advancement of in-service students are very high.

A significant measure of program quality is its rating by national peers. Overall, the MPA is ranked in the top third of all MPAs by peers in rankings published by *U.S. News and World Report*.

The MPA ranks low in the number of credit hours generated per faculty FTE compared to Fairmount College and University averages. This reflects the full responsibilities of HWS faculty which differ from those of faculty in most academic departments because of the unique mission and history of the School. The program does not have an undergraduate degree and teaching loads are commensurate with the emphasis on graduate education. One-quarter of each faculty member's time is budgeted for community service, a form of scholarship that synthesizes and applies knowledge and is particularly appropriate for the mission of Wichita State University. The faculty are encouraged to blend teaching, research, and community service and to bridge the divide between theory and practice. This approach has immediate implications for the community, the classroom, and strengthens the bonds between the university and community. In this case, the community served includes, but extends well beyond, the Wichita-Sedgwick County area.

An important element of faculty and staff productivity is the level of contract research and service performed. The Hugo Wall School through the Center for Urban Studies, the Kansas Public Finance Center and the Region 7 Environmental Finance Center contracts with individual units of government and community agencies for applied research on citizen opinion, economic impacts, managerial effectiveness, public finance, asset management, governance and policy evaluation. These activities commonly produce professional products for the client, feed classroom instruction, and in some cases become the empirical evidence in support of academic/professional publication. This work of the School has grown significantly over the past three years, from \$350,000 in 2011 to \$835,000 in 2013. In 2013, the Hugo Wall School provided over 15,000 contact hours of non-degree professional development in 10 states. This growth is the result of a history of high quality work fostered by the integrated model of instruction, research and community service. As financial support for higher education shifts away from state funding, the need to generate revenue will continue to grow. The HWS has demonstrated an effective means of revenue generation that serves its mission and that of WSU. The contract work of the school provides learning opportunities for students that enhance employment preparation, as well as benefit constituent communities with useful information and problem solving based on rigorous research and analysis.

WSU Program Review Appendix College: LAS Social Sciences Department: Public Admin Program: Public Administration

Tables 1 through 7 provide data for Section 2 of the Program Review Self Study Template.

Table 1: Fiscal Year Summation of Student Credit Hour (SCH) Production

Course level:	Fiscal Year (summer-fall-spring sequence)										Rolling 5 FY average		
	2007	2008	2009	2010	2011	2012	2013	2007-2011	2008-2012	2009-2013	958	960	968
Total	1,059	853	891	1,063	942	1,053	900	960	958	968			
100-299	0	0	0	0	0	0	0	0	0	0			
300-499	0	0	0	0	0	0	0	0	0	0			
500-699	219	46	57	84	45	57	30	90	58	55			
700-799	519	519	507	573	444	558	516	512	520	520			
800-899	321	288	327	396	453	438	354	357	380	394			
900-999	0	0	0	0	0	0	0	0	0	0			

note: SCH of all enrolled department offerings summated by FY for each census day; in some cases department level SCH includes entire department offerings.

Table 2: Student Credit Hour (SCH) Production at Fall Census Day

Course level:	Year of Fall Census Day										Rolling 5 year average		
	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012	482	477	485
Total	549	432	417	513	474	576	444	477	482	485			
100-299	0	0	0	0	0	0	0	0	0	0			
300-499	0	0	0	0	0	0	0	0	0	0			
500-699	135	36	45	72	45	57	67	67	51	44			
700-799	300	300	258	333	282	369	339	295	308	316			
800-899	114	96	114	108	147	150	105	116	123	125			
900-999	0	0	0	0	0	0	0	0	0	0			

note: SCH of all enrolled department offerings at Fall census day.

Table 3: Student Credit Hour (SCH) Production among Department Instructional Faculty on November Employee Census Day (entire term SCH)

Employee type:	Year of November Census Day										Rolling 5 year average		
	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012	n/a	n/a	n/a
Program total	n/a	n/a	456	561	474	576	444	n/a	n/a	502			
Tenure eligible faculty	n/a	n/a	426	492	399	431	390	n/a	n/a	428			
Non-tenure eligible faculty	n/a	n/a	0	0	0	0	0	0	0	0			
Lecturers	n/a	n/a	30	69	75	146	54	n/a	n/a	75			
GTA	n/a	n/a	0	0	0	0	0	n/a	n/a	0			
Unclassified professional	n/a	n/a	0	0	0	0	0	n/a	n/a	0			
Classified staff	n/a	n/a	0	0	0	0	0	n/a	n/a	0			
GSA, GRA, UG std	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
note: faculty/staff with active class assignments and employment at November freeze.; employee type based on eds and egrp matrix.													

Table 4: Instructional FTE Employed on November 1st Census Day

Employee type:	Year of November Census Day										Rolling 5 year average		
	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012	n/a	n/a	n/a
Program total	n/a	n/a	8.0	9.0	7.0	9.0	7.0	n/a	n/a	8			
Tenure eligible faculty	n/a	n/a	7.0	6.0	5.0	5.0	5.0	n/a	n/a	6			
Non-tenure eligible faculty	n/a	n/a	0.0	0.0	0.0	0.0	0.0	n/a	n/a	0			
Lecturers	n/a	n/a	1.0	3.0	2.0	4.0	2.0	n/a	n/a	2			
GTA	n/a	n/a	0.0	0.0	0.0	0.0	0.0	n/a	n/a	0			
Unclassified professional	n/a	n/a	0.0	0.0	0.0	0.0	0.0	n/a	n/a	0			
Classified staff	n/a	n/a	0.0	0.0	0.0	0.0	0.0	n/a	n/a	0			
GSA, GRA, UG std	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
note: active employment positions at November 1st freeze; employee type based on eds and egrp matrix.; fle of 1 based on 80 hour bi-week appointment; employee type based on eds and egrp matrix; KBOR minima for faculty (TTF) 3 for UG, plus 3 for masters, plus 2 for doctoral.													

WSU Program Review Appendix College: LAS Social Sciences Department: Public Admin Program: Public Administration

Table 5a: Student Credit Hour (SCH) by FTE for University Instructional Faculty on November 1st Census Day

Employee type:	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
(University level) Total	n/a	n/a	225	247	236	231	222	n/a	n/a	232
Tenure eligible faculty	n/a	n/a	214	240	228	216	194	n/a	n/a	219
Non-tenure eligible faculty	n/a	n/a	298	330	301	286	290	n/a	n/a	301
Lecturers	n/a	n/a	280	287	274	269	295	n/a	n/a	281
GTA	n/a	n/a	190	201	214	210	204	n/a	n/a	204
Unclassified professional	n/a	n/a	116	121	106	149	121	n/a	n/a	123
Classified staff	n/a	n/a	0	0	0	0	14	n/a	n/a	3
GSA, GRA, UG std	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0

note: active employment positions at November 1st freeze.; employee type based on eds and egpr matrix; instructional defined as active course enrollment.

Table 5b: Student Credit Hour (SCH) by FTE for College Division Instructional Faculty on November 1st Census Day

Employee type:	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
(College Division level) Total	n/a	n/a	241	255	249	256	238	n/a	n/a	248
Tenure eligible faculty	n/a	n/a	220	245	232	252	189	n/a	n/a	228
Non-tenure eligible faculty	n/a	n/a	251	263	251	244	284	n/a	n/a	259
Lecturers	n/a	n/a	327	367	353	313	335	n/a	n/a	339
GTA	n/a	n/a	266	242	265	265	295	n/a	n/a	267
Unclassified professional	n/a	n/a	149	148	109	99	119	n/a	n/a	125
Classified staff	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
GSA, GRA, UG std	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0

note: active employment positions at November 1st freeze.; employee type based on eds and egpr matrix; instructional defined as active course enrollment.

Table 5c: Student Credit Hour (SCH) by FTE for Program Instructional Faculty on November 1st Census Day

Employee type:	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
(Program level) Total	n/a	n/a	57	62	68	64	63	n/a	n/a	63
Tenure eligible faculty	n/a	n/a	61	82	80	86	78	n/a	n/a	77
Non-tenure eligible faculty	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Lecturers	n/a	n/a	30	23	38	36	27	n/a	n/a	31
GTA	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Unclassified professional	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
Classified staff	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0
GSA, GRA, UG std	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	0

note: active employment positions at November 1st freeze.; employee type based on eds and egpr matrix; instructional defined as active course enrollment.

WSU Program Review Appendix College: LAS Social Sciences Department: Public Admin Program: Public Administration

Table 6: Program Majors (including double majors) on Fall Census Day

Student Class	Year of Fall Census Day										Rolling 5 year average		
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2006-2010	2007-2011	2008-2012
Total	84	73	68	81	74	88	71	76	77	76	76	77	76
freshmen	0	0	0	0	0	0	0	0	0	0	0	0	0
sophomore	0	0	0	0	0	0	0	0	0	0	0	0	0
junior	0	0	0	0	0	0	0	0	0	0	0	0	0
senior	0	0	0	0	0	0	0	0	0	0	0	0	0
masters	84	73	68	81	74	88	71	76	77	76	76	77	76
post masters	0	0	0	0	0	0	0	0	0	0	0	0	0
doctoral	0	0	0	0	0	0	0	0	0	0	0	0	0
other	0	0	0	0	0	0	0	0	0	0	0	0	0

note: majors include all active program matching majors among 4 possible major codes; other includes guest or non degree students; KBOR minima 25 UG, 20 GR masters and 5 GR doctoral.

Table 7: Degree Production by Fiscal Year

Degree level:	Fiscal Year (summer-fall-spring sequence)										Rolling 5 FY average		
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2007-2011	2008-2012	2009-2013
Total	30	26	14	15	16	28	15	20	20	18	20	20	18
Doctoral	0	0	0	0	0	0	0	0	0	0	0	0	0
Masters	30	26	14	15	16	28	15	20	20	18	20	20	18
Bachelor	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate	0	0	0	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes; KBOR minima 10 UG, 5 GR masters & 2 GR doctoral.

3. **Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).**

- a. For undergraduate programs, compare ACT scores of the majors with the University as a whole. (Evaluate table 8 [ACT data] from the Office of Planning and Analysis).

N/A

- b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs. (Evaluate table 9 [GPA data] from the Office of Planning and Analysis)

Table 9 Mean Application GPA of Admitted Graduate Student Majors (Source – Application)			
	2011	2012	2013
University GPA	3.5	3.5	3.5
MPA degree GPA	3.4	3.5	3.5
MPA Major Count	48	51	35
Reporting GPA	40	45	32
Percent Reporting	83.3%	88.2%	91.4%

Students admitted to the Master of Public Administration degree program have undergraduate GPAs that either match or nearly match those all WSU graduate degree candidates including doctoral programs in all 3 years. Students obtaining undergraduate degrees overseas are not included in calculating GPAs for students admitted to the program.

- c. **Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes in the table below. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.**

The Master of Public Administration requires that students complete 39 semester credit hours of graduate level instruction. The curriculum is designed to prepare students for positions of responsibility in public and nonprofit organizations. Students gain exposure to the methods and perspectives of the social and behavioral sciences, economics and the humanities. The link between these disciplines and the content of public management is emphasized through access to faculty continually engaged in outreach activities, participation in policy-relevant research assignments, interaction with practitioners in various settings, and internships. Students' oral and written communication skills are enhanced through classroom assignments. The teaching faculty can introduce relevant perspectives on public management into the classroom given their significant professional experience in state and local governments and nonprofit

organizations in Kansas and elsewhere. As a result, students gain a realistic view and understanding of professional management of public and nonprofit services.

The program is designed to meet the needs of both pre-service and in-service students. Coursework is offered at night. All core courses are offered annually and electives are offered either every year or every other year.

The MPA, like all graduate programs at WSU, and all public administration programs accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA), has an assessment plan on which it reports annually. The plan calls for evaluating student learning by monitoring student mastery of specified key concepts in public administration in each core course, monitoring course offerings, and tracking student job placement. The assessment plan and annual assessment reports are available on WSU's assessment website. The current plan includes the following specific program objectives and assessment methods:

Educational Program Objectives:

- To provide students with a high level of understanding of core concepts in the field of public administration.
- To give students who wish to specialize, the opportunity to obtain a Graduate Certificate in selected topics.
- To prepare students for interviews with prospective employers by conducting mock interviews.
- To place students in appropriate internships within local, state, and federal governments.
- To assist students in finding professional positions in state and local government.

Program Assessment Methods:

- Assessment of the quality of students understanding of key concepts in public administration is based on students' performance in the eight core courses that are required of all students. Table A below shows the specific student learning objective and measure for each of these courses.
- Monitor the number of students attaining each of the Graduate Certificates.
- Monitor the number of students participating in mock interviews and student internship placement.
- Monitor the number of graduates finding jobs within 12 months of graduation.
- Collect and report data annually to the Graduate School, the Dean of Fairmount College and the faculty of the MPA.

Feedback Loop:

The public administration faculty meet frequently to discuss programmatic issues and revisions. The faculty meet at the end of each semester to review student progress in course work and act on student progress including probations. The graduate program coordinator collects the data indicated in the “program object assessment” section of this plan and presents it to the faculty once a year. Faculty consider these data and make programmatic changes as needed. Changes made are monitored continually for their effectiveness.

Course Learning Objectives and Measures		
COURSE	OBJECTIVE	ASSESSMENT MEASURE+
PADM 702, Research Methods in Public Admin	Students will demonstrate understanding of positivist research methods used to answer research questions in public admin	Percentage of students achieving a grade of “B or better in the course.
PADM 710, Public Sector Organization Theory & Behavior	Students will demonstrate understanding of major ideas in the classical, neoclassical, humanist and systems theories and ability to apply these ideas.	Percentage of students achieving a grade of “B or better in the course.
PADM 725, Public Management of Human Resources	Students will demonstrate understanding of the major issues impacting human resources in the public sector.	Percentage of students achieving a grade of “B or better in the course.
PADM 745, Public & Nonprofit Governance	Students will demonstrate understanding of the political environment of public and nonprofit administration.	Percentage of students achieving a grade of “B or better in the course.
PADM 765 Public Sector Economics	Students will demonstrate understanding of the economics of taxation and other governmental revenue sources.	Percentage of students achieving a grade of “B or better in the course.
PADM 802, Quantitative Methods for Public Sector Professionals	Students will be able to formulate statistically testable propositions, perform appropriate analyses on an existing data set, and interpret those results.	Percentage of students achieving a grade of “B or better in the course.

PADM 865, State and Local Government Finance	Students will demonstrate understanding and ability to apply concepts of public finance and resource allocation in a federal form of government.	Percentage of students achieving a grade of "B or better in the course.
PADM 895, Public Decision Making (Capstone Course)	Students will demonstrate mastery of the classical approaches to decision making and how to apply those approaches.	Percentage of students achieving a grade of "B or better in the course.
+It is expected that 90 percent of students will perform at this level or better.		

The Hugo Wall School uses a criterion measure to assess student performance in the core courses that all students must complete in order to receive the Master of Public Administration degree. The expected standard is that 90 percent of all students who receive a grade (excluding those who enroll and either drop or receive an incomplete) must achieve a grade of "A" or "B" to demonstrate their mastery of the subject matter. These data are reviewed annually to identify trends and potential concerns. Assessment data for 2010-11, 2011-12, and 2012-13 are shown in the following tables. Text following the tables interprets the results.

Student Performance in MPA Core Courses – 2010-2011					
Core Course	Enrolled	A or B	C or Less	"I" & Drop	% A or B
702	31	24	1	6	96%
710	25	24	1	0	96%
725	26	21	1	4	95%
745	26	23	3	0	88%
765	36	34	2	0	94%
802	23	18	0	5	100%
865	26	26	0	0	100%
895	31	29	2	0	94%

Student Performance in MPA Core Courses – 2011-2012					
Core Course	Enrolled	A or B	C or Less	Incomplete	% A or B
702	26	22		4	100%
710	28	27		0	96%
725	35	32		3	100%
745	31	29		0	94%
765	33	31		0	94%
802	24	19		5	100%
865	22	21		1	100%
895	27	27		0	100%

Student Performance in MPA Core Courses – 2012-2013					
Core Course	Enrolled	A or B	C or Less	Incomplete	% A or B
702	26	25	0	1	100%
710	26	20	6	0	77%
725	21	19	1	1	95%
745	20	19	1	0	95%
765	40	40	0	0	100%
802	23	21	0	2	100%
865	25	24	0	1	100%
895	19	16	1	2	94%

The data show that with only one exception, student performance in the eight core courses exceeds the target standard of 90 percent of students achieving a grade of A or B indicating mastery of the subject matter. In PADM 710, Public Sector Organization Theory and Behavior, in spring 2013 this standard was not met. This may reflect the fact that most students find the workload in that course quite heavy and performance expectations high. It may also reflect the fact that an adjunct was used to teach the course during the semester in question while a faculty member was on medical leave.

While students in the MPA degree program have always been encouraged to specialize through the selection of their five elective courses, graduate certificates have provided more structured options for students desiring to emphasize public finance, economic development, city and county management, and nonprofit management. The certificates allow students to establish an additional credential within their degree program and assures employers that work on specialized skills and education has been completed by students. Each graduate certificate requires satisfactory completion of a sequence of four courses directly relevant to the specialty, and successful completion is recorded on a student's university transcript.

Another assessment of student performance and of mastery of subject matter is the number of Graduate Certificates awarded. This measure enables students to meet the expectation that they use their electives to develop a specialization that will help them in their future career. These data are reviewed each year to identify trends and issues.

Graduate Certificates Granted 2011-2013			
Certificate Type	2011	2012	2013
City and County Management	8	11	6
Public Finance	4	12	3
Nonprofit Management	11	15	6
Economic Development	1	0	0
Totals:	24	38	15

During 2011-2013 students obtained 77 graduate certificates. The majority of graduates each year obtain 1 or more graduate certificates. This indicates a high level of student subject level mastery within these specializations. Demand for the certificate in Economic Development has been low. Assessment of future demand for the certificate is currently underway. One factor has been faculty vacancies that limited offering of a required course. We will continue to monitor this certificate and consider removing it.

During 2011-2013 18 students participated in mock hiring interviews.

During 2011-2013 12 students participated in internships. Internship placements included Sedgwick County and the cities Arkansas City, Bel Aire, Goddard, Olathe and Wichita.

Job placement is a key indicator of employer satisfaction with the skills and knowledge of MPA graduates. In 2011-2013 59 students were awarded the Master of Public Administration degree. Six months following graduation all but one of these graduates was employed within their career field of choice.

The faculty meet annually to assess student progress and to identify strengths and weaknesses of the curriculum in light of assessment data, employer and alumni feedback. For example, in 2011, some students who chose not to participate in mock interviews performed poorly in the actual interviews. Subsequently, the faculty decided to make mock interviews mandatory for any student applying for an internship.

Future Directions

As part of the self-study process for NASPAA reaccreditation in 2015-16, MPA faculty are currently assessing and redefining student learning outcomes and developing rigorous assessments. The first round of assessment under the new outcomes will take place in academic year 2014-2015.

- d. Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the outcomes of the program as listed in 3c).

The ongoing survey conducted by the University Graduate School indicates that the quality of instruction provided by Master of Public Administration degree faculty is quite high. Students were satisfied or very satisfied with class scheduling, faculty availability and advising. All MPA graduates believed that the Master of Public Administration (MPA) degree helped them find employment, and very high percentages believed that their MPA degree prepared them for their career. More than 9 out of 10 MPA graduates were working in a field related to their degree. The Graduate School surveys students each semester as they prepare to graduate. The most recent survey reports the following results for MPA graduates:

- 88.6% of MPA students were satisfied or better with the quality of instruction in their courses
- 77.2 % of graduate students were satisfied or better with overall instruction at WSU
- 88.6% of MPA students were satisfied or better with quality of feedback about their performance
- 91% of students believed that classes were offered at convenient times
- 80% of students believed that course offerings enabled them to complete the degree in a timely manner
- 91% of students believed that their faculty advisor was accessible to them
- 97% of students believed that their faculty advisor was knowledgeable about the program
- 96% of students believed that their advisor made clear the requirements needed to complete the degree
- 89% of students found their advisor helpful in selecting courses
- 100% of MPA graduates believed that their degree was helpful in finding employment
- 96.8% of MPA graduates believed that the degree had prepared them for their career
- 91.3% of MPA graduates were working in a job related to their degree

(Data provided by the Office of Planning & Analysis (OPA), Wichita State University).

Based on data from the Office of Planning and Analysis, these figures compare favorably with other graduate programs in both Fairmount College and WSU as a whole.

Table 10 Satisfaction with Program among Graduate Students at End of Program Exit			
Student Level	2011	2012	2013
Graduate University-wide	Not available	80.0%	82.5%
College Division	Not available	77.0%	77.5%
MPA degree	Not available	82.1%	100%
Number of Students		28	16

The Hugo Wall School's Master of Public Administration faculty also used alumni interviews and employer interviews in evaluating courses, program design and relevancy, and to identify unmet needs. For instance, the coursework and graduate certificates in economic development and nonprofit management were developed in response to previous alumni and practitioner interviews. Exit surveys are also used to evaluate coursework and identify student needs. The next set of alumni, practitioner and graduate interviews will be conducted as part of the MPA degree program's accreditation self-study that will be conducted in 2014-2015.

Program quality is also measured by success of students in the required capstone course, PADM 895 Public Decision Making. Students are not allowed to enroll in this class until they have completed all other core courses. That requirement gives students the background to perform at a high level in the capstone and demonstrate their mastery of the Master of Public Administration degree's subject matter. The data in the table below indicate that students receiving a Master of Public Administration degree demonstrate a high level of mastery of the degree's subject matter.

Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	N	Name of Exam	Program Result	National Comparison±
2011		Capstone	92% students had grade A or B	
2012		Capstone	100% grade had A or B	
2013		Capstone	94% grade had A or B	

- e. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs). N/A
- f. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
N/A
- g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

The Master of Public Administration is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA). Following an intensive two-year process of internal and external review, the Masters in Public Administration (MPA) was granted formal accreditation by NASPAA in 2002 and was reaccredited in 2009 for the full seven year period. The next reaccreditation visit will be in 2015-16.

- h. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years.**

The Master of Public Administration degree program follows the policy regarding “Definition and Assignment of Credit Hours,” Section 2.18 in Wichita State University’s Policies and Procedures. Each “credit hour” awarded in MPA coursework reflects at least one hour of direct instruction per week over a 15-week semester.

- i. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).**

Overall the Master of Public Administration degree demonstrates very high quality. Students receive relevant instruction from productive full-time faculty. Graduate placement rates are high.

Faculty seek frequent feedback from alumni and employers both formally and informally. As the result of an alumni task force, the Hugo Wall School Advisory Board was created in 2007. The Advisory Board now provides a critical means for securing advice from alumni and employers on matters of curriculum, student recruitment and placement, and community research interests. In addition, the Hugo Wall School has a select adjunct faculty, made up of prominent public managers, who periodically teach classes and who advise the faculty on curriculum and professional development needs. The current members are the City Manager of Wichita, the Sedgwick County Manager, Wichita Police Chief, retired Hutchison City Manager, and President of the Wichita Independent Business Association. Their participation reflects respect for the work of the Hugo Wall School.

The faculty and staff of the Hugo Wall School share Hugo Wall’s strong belief in the ability of higher education to make the world a better place, to apply knowledge to solve societal problems, and to instruct future practitioners in best professional practice to improve the quality of life for citizens. Recent growth provides strong evidence that the School’s constituents trust the ability of its faculty and staff to deliver on that promise.

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Tables 8 provides data for Section 3a of the Program Review Self Study Template.

Table 8: Mean ACT score of Juniors and Seniors Enrolled on Fall Census Day (source=Fall Census Day)

Statistic:	Year of Fall Census Day										Rolling 5 year average		
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2006-2010	2007-2011	2008-2012
University level	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Program majors	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	n/a	n/a	n/a
Program majors count	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent reporting ACT	0	0	0	0	0	0	0	0	0	0	0	0	0
Percent reporting	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

note: If ACT missing and SAT available, SAT is used converted to ACT metric; KBOR captures ACT data for enrolled juniors & seniors only; KBOR minima >=20.

Table 9 provides data for Section 3b of the Program Review Self Study Template.

Table 9: Mean Application GPA of Admitted Graduate Student Majors (source= Applications)

Statistic:	Fiscal Year (summer-fall-spring sequence)										Rolling 5 FY weighted average		
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2007-2011	2008-2012	2009-2013
University level	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5	3.5
Program majors	3.5	3.5	3.3	3.4	3.4	3.5	3.4	3.4	3.4	3.4	3.4	3.4	3.4
Program majors count	31	41	44	46	48	51	35	42	46	46	46	46	45
Percent reporting GR gpa	27	40	40	41	40	45	32	38	41	41	38	41	40
Percent reporting	87.1%	97.6%	90.9%	89.1%	83.3%	88.2%	91.4%	89.5%	89.6%	89.6%	89.5%	89.6%	88.4%

note: graduate student application gpa based on last 60 hours of course work earned.

Table 10 provides data for Section 3d of the Program Review Self Study Template.

Table 10: Satisfaction with Program among Undergraduate and Graduate Students at End of Program Exit

Student level:	Academic Year (fall-spring-summer sequence)										Rolling 5 AY average		
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2007-2011	2008-2012	2009-2013
University Undergraduate level	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
College Division Undergraduate level	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program Undergraduate majors:													
Percent satisfied or very satisfied	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
mean	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
median	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
University Graduate level	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
College Division Graduates level	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program Graduate majors:													
Percent satisfied or very satisfied	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
mean	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
median	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
count	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

note: primary majors only; data from the Application For Degree Exit Survey; scale of 1 to 5 with 5 being high (very satisfied).

4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.

Table 11 Applications, Admits and Enrollment for Graduate Applicants				
	2011	2012	2013	Average
Applicants	62	59	39	54
Admits	49	51	37	46
Enrollment	29	37	24	30
Acceptance Rate	79%	86%	94%	86%+
Enrollment Rate	47%	63%	62%	56%+
+ Weighted Averages				

Between 2011 and 2013, an average of 54 prospective students applied each year for admission to the Master of Public Administration degree program. Approximately 86 percent of them were admitted, and 56 percent actually enrolled each year. Contacting students who failed to enroll reveals that the most common reasons are that they either “got a job,” or they “moved out of the area.” The level of applications has historically fluctuated significantly from year to year. The decline in 2013 applications may be part of the pattern, but it will be monitored carefully.

Table 12 Percent Under-Represented Minorities (URM) on Fall Census Day			
	2011	2012	2013
University Masters	9.7%	11.3%	Not available
College Division Masters	18.9%	20.6%	Not available
Master of Public Admin	21.6%	31.0%	Not available

Table 12 indicates that the Master of Public Administration degree program has significantly higher percentage of under-represented minority students than either master’s degree programs throughout Wichita State University or in the Social Sciences Division within the College of Liberal Arts. Black and Hispanic students see the MPA degree as a mechanism providing the opportunity to access and further their careers. The diversity of the MPA student body is an important strength of the program that prepares professionals to work in an increasingly diverse society.

Table 13 Race/Ethnicity on Fall Census Day for the Master of Public Administration Degree			
	2011	2012	2013
Total	88	71	Not available
White Non-Hispanic	57	40	Not available
Black Non-Hispanic	11	12	Not available
Hispanic	8	9	Not available
Asian Non-Hispanic	1	1	Not available
American Indian	0	1	Not available
Foreign	1	2	Not available
Multiple Race	1		Not available
Unknown	9	9	Not available

Table 13 indicates that the Master of Public Administration degree program has a diverse student body. Although the majority of students are white, there are significant numbers of Black and Hispanic students. Our literature and experience tells that a diverse student body adds to the experience of all students and the faculty by adding multiple cultural backgrounds, experiences, and perspectives. This results in students and alumni who are more aware, and better equipped to cope with an increasingly diverse world.

Table 14 Percent Under-Represented Minorities (URM) of Degrees Conferred on Student by FY			
	2011	2012	2013
University Masters Degrees	12.7%	12.7%	Not Available
College Division Masters Degrees	18.6%	13.1%	
Master of Public Administration	17.9%	13.3%	

The percentage of Master of Public Administration degrees conferred by Wichita State University on under-represented minorities is similar to the percentage of masters degrees conferred within the social science division of the College of Liberal Arts and Sciences. Both of these are somewhat higher than the percentage of degrees conferred on under-represented minorities university-wide.

Table 15 Race/Ethnicity of Degrees Conferred Students by Fiscal Year -- MPA			
Race/Ethnicity	2011	2012	2013
Total	28	15	Not Available
Total URM	5	2	
White Non-Hispanic	21	11	
Black Non-Hispanic	0	2	
Hispanic	5	0	
Foreign	0	1	
Unknown	2	1	

According to Table 15 underserved minorities are graduating or receiving the Master of Public Administration degree each year. One explanation for variability in the number or percentage of underserved minorities and other students receiving the degree from year-to-year is that the majority of MPA students have full-time jobs. This means that it may take them 3 or more years to complete degree requirements.

- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							Projected growth from BLS** Current year only.
	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education	
Year 1							
Year 2							
Year 3		100%	98%		2%	1	6.8%

According to the Bureau of Labor Statistics future demand for persons with Master of Public Administration (MPA) degrees should remain strong. Between 2012 and 2022, local government management (excluding education and hospitals) is expected to grow by 6.8 percent. Financial specialist positions within local government are expected to grow 5.0 percent, budget analyst positions in state and local government 8.7 percent, and administrative services management positions 6.8 percent. (Data are from the Bureau of Labor Statistics, U. S. Department of Labor, *Occupational Outlook Handbook, 2014-2015 Edition*, visited March 27, 2014). Demand for MPAs, especially MPAs who specialize in finance, as many of the Hugo Wall School's MPAs do, has been, is, and is will remain strong. Projected growth of each of these types of positions within the nonprofit sector, such as community and social organizations, and social advocacy groups, is considerably higher.

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Tables 11 through Table 15 provide data for Section 4 of the Program Review Self Study Template.

Table 11: Applications, Admits and Enrollment for Undergraduate and Graduate Applicants

Student level:	Fiscal Year (summer-fall-spring sequence)						Rolling 5 FY average			
	2007	2008	2009	2010	2011	2012	2013	2007-2011	2008-2012	2009-2013
Undergraduates:										
Applicants	0	0	0	0	0	0	0	0	0	0
Admitted	0	0	0	0	0	0	0	0	0	0
Census day	0	0	0	0	0	0	0	0	0	0
Graduates:										
Applicants	38	46	54	57	62	59	39	51	56	54
Admitted	33	42	45	48	49	51	37	43	47	46
Census day	25	32	35	39	29	37	24	32	34	33

note: unduplicated count as last record of FY; applicants exclude incomplete or cancelled applications.

note: unduplicated count as last record of FY; applicants exclude incomplete or cancelled applications.

Table 12: Percent Under-represented Minorities (URM) on Fall Census Day

Student level:	Year of Fall Census Day							Rolling 5 year average				
	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012		
<u>University level:</u>												
Freshmen & Sophomores	15.3%	14.5%	15.0%	15.7%	17.0%	18.0%	18.5%	15.5%	16.0%	16.8%		
Juniors & Seniors	12.3%	12.0%	12.3%	13.0%	14.0%	14.9%	15.4%	12.7%	13.2%	13.9%		
Masters	5.8%	6.6%	6.8%	7.8%	8.2%	9.7%	11.3%	7.1%	7.8%	8.8%		
Doctoral	5.0%	6.9%	6.8%	5.6%	6.6%	5.4%	6.7%	6.2%	6.2%	6.2%		
<u>College division level:</u>												
Freshmen & Sophomores	23.7%	20.7%	19.9%	20.9%	20.9%	27.1%	26.0%	21.2%	21.9%	22.9%		
Juniors & Seniors	20.5%	20.1%	19.1%	20.6%	22.5%	22.3%	22.2%	20.6%	20.9%	21.3%		
Masters	10.8%	15.7%	15.7%	17.1%	17.4%	18.9%	20.6%	15.3%	16.9%	17.9%		
Doctoral	14.1%	15.5%	14.3%	11.4%	16.0%	10.7%	11.8%	13.4%	13.3%	13.0%		
<u>Program level:</u>												
Freshmen & Sophomores	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Juniors & Seniors	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		
Masters	14.3%	15.1%	11.8%	14.8%	20.3%	21.6%	31.0%	15.2%	16.7%	19.9%		
Doctoral	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		

note: includes all active program matching majors among 4 possible major codes; URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

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Table 13: Race/Ethnicity on Fall Census Day

Student level:	Year of Fall Census Day										Rolling 5 year average			
	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012				
Total	84	73	68	81	74	88	71	76	77	76				
Total URM	12	11	8	12	15	19	22	12	13	15				
Freshmen & Sophomores	0	0	0	0	0	0	0	0	0	0				
Total	0	0	0	0	0	0	0	0	0	0				
white non-hispanic	0	0	0	0	0	0	0	0	0	0				
black non-hispanic	0	0	0	0	0	0	0	0	0	0				
hispanic	0	0	0	0	0	0	0	0	0	0				
asian non-hispanic	0	0	0	0	0	0	0	0	0	0				
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0				
foreign	0	0	0	0	0	0	0	0	0	0				
hawaiian	0	0	0	0	0	0	0	0	0	0				
multiple race	0	0	0	0	0	0	0	0	0	0				
unknown	0	0	0	0	0	0	0	0	0	0				
Juniors & Seniors	0	0	0	0	0	0	0	0	0	0				
Total	0	0	0	0	0	0	0	0	0	0				
white non-hispanic	0	0	0	0	0	0	0	0	0	0				
black non-hispanic	0	0	0	0	0	0	0	0	0	0				
hispanic	0	0	0	0	0	0	0	0	0	0				
asian non-hispanic	0	0	0	0	0	0	0	0	0	0				
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0				
foreign	0	0	0	0	0	0	0	0	0	0				
hawaiian	0	0	0	0	0	0	0	0	0	0				
multiple race	0	0	0	0	0	0	0	0	0	0				
unknown	0	0	0	0	0	0	0	0	0	0				
Master	84	73	68	81	74	88	71	76	77	76				
Total	53	52	51	61	53	57	40	54	55	52				
white non-hispanic	10	10	8	7	7	11	12	8	9	9				
black non-hispanic	2	1	0	5	8	8	9	3	4	6				
hispanic	0	1	2	2	1	1	1	1	1	1				
asian non-hispanic	0	0	0	0	0	0	1	0	0	0				
american indian/alaskan native	8	1	3	1	0	1	2	3	1	1				
foreign	0	0	0	0	0	0	0	0	0	0				
hawaiian	0	0	0	1	0	1	0	0	0	0				
multiple race	0	0	0	1	0	1	0	0	0	0				
unknown	11	8	4	4	5	9	6	6	6	6				
Doctoral	0	0	0	0	0	0	0	0	0	0				
Total	0	0	0	0	0	0	0	0	0	0				
white non-hispanic	0	0	0	0	0	0	0	0	0	0				
black non-hispanic	0	0	0	0	0	0	0	0	0	0				
hispanic	0	0	0	0	0	0	0	0	0	0				
asian non-hispanic	0	0	0	0	0	0	0	0	0	0				
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0				
foreign	0	0	0	0	0	0	0	0	0	0				
hawaiian	0	0	0	0	0	0	0	0	0	0				
multiple race	0	0	0	0	0	0	0	0	0	0				
unknown	0	0	0	0	0	0	0	0	0	0				

note: includes all active program matching majors among 4 possible major codes.

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Table 14: Percent Under-represented Minorities (URM) of Degreeed Conferred Students by Fiscal Year

Degree level:	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
University level:										
Doctoral	8.7%	1.5%	7.2%	6.1%	6.3%	6.5%	6.5%	6.0%	5.5%	6.5%
Masters	4.9%	6.0%	6.4%	6.1%	6.4%	8.7%	10.5%	6.0%	6.7%	7.6%
Bachelor	10.2%	10.7%	11.3%	11.1%	12.0%	12.7%	12.7%	11.1%	11.5%	11.9%
Associate	21.4%	13.8%	11.8%	16.0%	18.8%	18.4%	23.1%	16.4%	15.8%	17.6%
College division level:										
Doctoral	12.5%	14.3%	13.3%	0.0%	30.0%	8.3%	20.0%	14.1%	13.2%	14.3%
Masters	10.9%	10.7%	17.3%	14.9%	13.8%	18.6%	13.1%	13.5%	15.1%	15.5%
Bachelor	18.1%	17.4%	15.5%	15.5%	18.6%	22.2%	19.9%	17.0%	17.9%	18.3%
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Program level:										
Doctoral	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Masters	10.0%	11.5%	7.1%	0.0%	6.3%	17.9%	13.3%	7.0%	8.6%	8.9%
Bachelor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Associate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

note: includes all active program matching majors among 4 possible major codes: URM includes black non-hispanic, hispanic, american indian/alaskan native & hawaiian.

Table 15: Race/Ethnicity of Degreeed Conferred Students by Fiscal Year

Degree level:	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
Year of Fall Census Day										
Total	30	26	14	15	16	28	15	20	20	18
Total URM	3	3	1	0	1	5	2	2	2	2
Rolling 5 year average										
Doctoral	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Masters	30	26	14	15	16	28	15	20	20	18
white non-hispanic	19	17	12	12	14	21	11	15	15	14
black non-hispanic	2	2	1	0	1	5	2	1	1	1
hispanic	1	1	0	0	0	0	0	0	0	0
asian non-hispanic	0	1	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	4	1	0	1	0	0	1	1	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	4	4	1	2	1	2	1	2	2	1

(Table continued on next page)

WSU Program Review Appendix College: LAS Social Sciences Department: Public Admin Program: Public Administration

(Table 15 continued)

Degree level:	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
Bachelor										
Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0
Associate										
Total	0	0	0	0	0	0	0	0	0	0
white non-hispanic	0	0	0	0	0	0	0	0	0	0
black non-hispanic	0	0	0	0	0	0	0	0	0	0
hispanic	0	0	0	0	0	0	0	0	0	0
asian non-hispanic	0	0	0	0	0	0	0	0	0	0
american indian/alaskan native	0	0	0	0	0	0	0	0	0	0
foreign	0	0	0	0	0	0	0	0	0	0
hawaiian	0	0	0	0	0	0	0	0	0	0
multiple race	0	0	0	0	0	0	0	0	0	0
unknown	0	0	0	0	0	0	0	0	0	0

note: includes all active program matching majors among 4 possible major codes.

Tables 16 provides data for Section 5 of the Program Review Self Study Template.

Table 16: Department Student Credit Hour (SCH) by Student Department Affiliation on Fall Census Day

Major & student level:	2006	2007	2008	2009	2010	2011	2012	2006-2010	2007-2011	2008-2012
Total	549	432	417	513	474	576	444	477	482	485
Program UG majors	0	0	0	0	0	0	0	0	0	0
Program GR majors	516	408	378	468	438	531	432	442	445	449
Non-program majors	33	24	39	45	36	45	12	35	38	35
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Program UG major	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Program GR major	94.0%	94.4%	90.6%	91.2%	92.4%	92.2%	97.3%	92.6%	92.2%	92.7%
Non-program majors	6.0%	5.6%	9.4%	8.8%	7.6%	7.8%	2.7%	7.4%	7.8%	7.3%

note: program majors includes all active program matching majors among 4 possible major codes.

5. Analyze the service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

- a. Provide a brief assessment of the service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Faculty in the Master of Public Administration degree program teach two courses that are offered by other departments. These are:

- Economics 231, Introduction to Business Statistics
- Political Science 321 Introduction to Public Administration

The following public administration courses are cross-listed with other departments:

- PADM 710 Public Sector Organization Theory and Behavior is cross-listed with Political Science.
- PADM865 State and Local Government Finance is cross-listed with Political Science, Economics, and Finance within the Business School.
- PADM 501 Integrity in Public Service is cross-listed with Criminal Justice.
- PADM 560 Planning process is cross-listed with Political Science.
- PADM 866 Public Financial Management is cross-listed with Economics and Finance.
- PADM 867 State & Local Government Budgeting is cross-listed with Political Science.

6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

The 2010 Regents Program Review included the student learning outcomes reported in section 3 of this report. In addition to those goals the program has the following goals

Excellence in instruction that prepares individuals for positions of leadership and responsibility in public and nonprofit service

Provide high quality graduate instruction in contemporary theories and practices of public and nonprofit administration

Provide high quality instruction to nonprofit executives, board members, appointed and elected government officials through non-degree activity

Excellence in scholarship that expands and disseminates knowledge to audiences of academics, professionals and practitioners in government and the nonprofit sector

Conduct basic and applied research in public and nonprofit administration and policy.

Disseminate research to academic and practitioner audiences.

Transfer research into the teaching and practice of public and nonprofit policy and administration

Excellence in service to Wichita State University and the profession of public administration

Participate actively in the affairs and leadership of professional organization

Participate actively in the affairs and leadership of the school, college and university

Assessment methods call for regular assessment of teaching quality in MPA courses through SPTE and Graduate School exit surveys; evaluation of all professional development offerings and monitoring of the number of contact hours by type of program; collection of input from the Hugo Wall School Advisory Committee and periodic alumni and employer surveys; monitoring the extent and type of practitioner participation in classroom instruction; monitoring student participation in professional meetings and workshops that facilitate interaction with practitioners; program assessment of student learning outcomes; annual faculty activity reports on teaching, research and community service activities; monitoring the number and dollar value of contract research.

MPA data are reported to NASPAA annually. Student learning assessment data are collected and reported to the Graduate School and to Fairmount College. Recent evidence indicates strong demand for the services of the Hugo Wall School. Student placement is excellent and relationships with government and nonprofit officials is strong.

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

During 2013-2014, the Hugo Wall School participated in WSU's strategic planning activities and aligned School goals with those of the University. The following list is the first draft of the School's goals for 2014-2017. They build on strengths and opportunities that have been identified. They involve strengthening the academic program through enhancing applied interdisciplinary experiences, improving the ranking and national reputation of the MPA through more visible faculty research and publication, and expanding the outreach activities of the School's Centers to increase their impact on communities, increase visibility for WSU and generate revenue to support the mission of HWS and WSU. HWS is ready to expand its reach to broader audiences. In FY 2013, the Environmental Finance Center conducted training in asset management, energy efficiency, utility rate setting, and drought and water loss not only in the 4-state EPA region of Kansas, Missouri, Nebraska and Iowa, but also in Oklahoma, Michigan, Mississippi, Connecticut, Idaho, Maryland and Virginia.

Each goal listed below includes measures to assess progress toward its achievement and identifies the strengths and opportunities that justify the goals inclusion. During the next six-months we will work to refine the goals and to identify specific tasks and responsible parties.

Goal 1: Guarantee an applied learning experience for every student

- Strengthen WSU's Master of Public Administration degree program and professional development programming by expanding recruiting, enhancing the HWS's on-line course offerings, and creating an interdisciplinary undergraduate emphasis. There is an opportunity to use electronic delivery for both the academic program and for professional development offerings. This builds on the existing strength of the integrated model. Measures: Number of applications, enrollments and graduates
- Develop projects that simultaneously improve the classroom and the community to advance the public interest by increasing student involvement in School projects and by insuring the integration of faculty research into the MPA curriculum. This also goal builds on the major strength of the HWS, i.e. the integrated model, by exposing more students to applied learning opportunities. Measures: the number of school projects used for class assignments and the number of courses with applied projects. Assessment of student learning will provide indication of the effectiveness of adding hands-on projects. Assessment measures will parallel student learning assessments required by both WSU and the Network of Schools of Public Policy, Administration and Affairs (NASPAA), the accrediting body for MPA programs.
- Enhance career-related experiences and professional networking opportunities through use of more and different internship models. Students benefit from the well-established relationships that faculty and staff have built with professional practitioners in the region, which are a major strength

of the HWS. Measures: number of guest speakers who are practicing professionals, number of students participating in internship and other career-related options and number of students placed.

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university

- Strengthen the MPA by expanding course offerings, leveraging resources and advancing the public interest through partnerships with other departments to create cross-department graduate certificates including graduate certificates in Public School District Administration with the College of Education and Social Service Administration with the School of Social Work. Public administration is by definition an interdisciplinary field with roots in economics and political science. There is an opportunity to build on this strength to broaden partnerships with faculty in other colleges and departments. Measures: Completion of curricular change requirements by December 2015, the number enrolled in first course offering in fall 2016 and the number of certificates awarded. We will track enrollments to assess marketing and content of the certificates. We will also monitor the career progress of certificate recipients.
- Create an on-line multidisciplinary undergraduate emphasis in public administration. Measure: Course offerings and enrollment.

Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase educational opportunities

- Continue to conduct periodic interdisciplinary summits focusing on emerging societal and economic trends. Summits will produce a related publication. This goal builds on the HWS strong history of public engagement. Measures: Number of summits held, attendance, number of departments that participate, qualitative evaluations, citation of associated publications.
- Insure that the MPA curriculum and professional development offerings continue their strong tradition of promoting the best in public administration, ensuring relevance to current and emerging trends, and meeting the needs of target audiences by regular, rigorous assessments of all offerings. Measures: Annual assessment of student learning, reaccreditation from NASPAA, changes in the curriculum in response to evaluations.
- Enhance the on-line presence of HWS to share information and promote knowledge of best practices in public and nonprofit administration. This goal reflects an opportunity to expand the geographic reach of the School. Measures: track updating of the website, number of hits, and citations of HWS studies.

Goal 4: Accelerate the transfer of new knowledge

- Create a WSU Public Policy and Management Center that will embrace interdisciplinary expertise from across campus. The purpose of the Center is to strengthen WSU's capacity to analyze a wide range of issues, to inform public discussion and decision making, to support the implementation and evaluation of public policies, and to advance excellence in public management. This will create a wider culture of consistent collaboration and outreach across campus and capitalize on a major strength of HWS, i.e. well-established relationships with public/nonprofit officials and professional

organizations in Kansas. The Center also offers an opportunity to expand content areas of policy evaluation in environmental affairs, sustainability, health, education and others. Measures: completion of design, implementation, and undertaking of the WSU PPMC's first research projects. Monitor the number of projects undertaken, faculty involvement, and revenue generated.

- Improve the regional and national reputation and ranking of the MPA by increasing faculty publications in academic and professional outlets. Measure: number of faculty publications.

Goal 6: Be a campus that reflects – in staff, faculty, and students – the evolving diversity of society

- Expose students to experiences, cultures and world-views different from their own, and incorporate a broad range of diversity topics into core courses. Measures: the number of presentations and/or class assignments that immerse students in diversity topics and experiences.

Resources

Increasing enrollment in the MPA and creation of an undergraduate emphasis will require additional resources. A faculty member to replace a 2014 retirement will be essential. Increased recruitment, development of alternative internship models and placement and supervision of graduate students will require a full time professional. This individual would also be able to teach undergraduate courses and advise students. We estimate costs at \$125,000-135,000 plus benefits for both position. Any increase in staff beyond these two positions will require additional space.

Expansion of interdisciplinary offerings and new graduate certificates in Public School Administration and Social Service Administration should be achievable with existing resources. Increasing the on-line presence of the Hugo Wall School to share research and other products will require additional resources in web-content and marketing. We believe that these costs can be incorporated into the design of the Public Policy and Management Center. The Public Policy and Management Center will be a major undertaking. It will require administrative and program staff and will cross college and department boundaries. Initial estimates are that university costs would range between \$300,000 and \$400,000 annually. By year five external funding would reduce this amount to \$100,000 to \$200,000 or roughly 25 percent of the Centers total budget.

The Hugo Wall School has experienced dramatic growth in its revenue generating activities over the past four years. Demand for applied research, professional development and technical assistance continues to increase, which will provide additional opportunities for student involvement and learning. Future growth will be monitored and controlled to insure high quality and maximum community impact.

Master of Public Administration Program Assessment Plan

Mission Statement:

The Master of Public Administration (MPA) program is an integrated part of the Hugo Wall School at Wichita State University. The School consists of the Master of Public Administration program, the Center for Urban Studies and the Kansas Public Finance Center. In 2001 the MPA program performed a yearlong self-study as part of the National Association of Schools of Public Affairs and Administration accreditation process. This process involved weekly meetings of the entire faculty. Products from the self-study include a leadership and management objective, a detailed mission statement that includes goals, objectives, action plans, and assessment mechanisms. These documents are included in Appendix A.

The mission of the Master of Public Administration program is threefold: (1) to provide high-quality education in public administration for both traditional and non-traditional students as preparation for successful careers in the public and quasi-public sectors; (2) to undertake applied, problem-centered research for local and state governments, particularly in areas of management, policy evaluation, and financial management; and (3) to provide training, technical assistance, and consultant services to government practitioners in the areas of public management, public finance, public policy, and other areas of concern. The instructional objective of the Master of Public Administration degree is intimately intertwined with its research and public service activities and may not be fully appreciated independently of those research and public service missions and their evolution at Wichita State University. The underlying theme of the Master of Public Administration program's mission is commitment to public service. We educate students for the public service. Our research is focused on improving public policy, public management, and public finance. Our service activities focus on training local government practitioners to improve the efficiency and effectiveness of their organizations and on providing technical assistance to solve problems in their communities. In sum, the interaction of teaching, research, and service synergize the Master of Public Administration degree program, creating a more productive and cost effective unit than would be possible if functions were segregated.

The **educational goal** of the Master of Public Administration program is to provide "Excellence in instruction that prepares individuals for positions of leadership and responsibility in public service."

The **objective** is to "Provide high quality graduate instruction in contemporary theories and practices of public administration."

The **action plan** involves "Having graduate students knowledgeable of relevant theory and its application." Assessment requires that "Students will demonstrate an acceptable level of knowledge and its application."

The following program objectives and assessment methods focus primarily on the teaching component of the Master of Public Administration program, which is the first item in the mission listed above. They describe subordinate goals and identify specific assessment methods.

Educational Program Objectives:

1. To provide students with a high level of understanding of core concepts in the field of public administration.
2. To give students who wish to specialize, the opportunity to obtain a graduate certificate in selected topics.
3. To prepare students for interviews with prospective employers by conducting mock interviews.
4. To place students in appropriate internships within local, state, and federal governments.
5. To assist students in finding professional positions in state and local government.

Program Assessment Methods:

1. Assessment of the quality of students understanding of key concepts in public administration is based on students' performance in the eight core courses that all students must take. A specific objective and measure is provided for each course in the next section entitled course-based assessment of student learning. Data will be collected at the end of each semester and reported when required by the Graduate School.
2. Monitor the number of students attaining each of the Graduate Certificates.
3. Monitor the number of students participating in mock interviews and student internship placement.
4. Monitor the number of graduates finding jobs within 12 months of graduation, and provide specific examples of student accomplishments in this respect.

Course Based Assessment of Student Learning:

PADM 702, Research Methods in Public Administration

Objective: Understanding of positivist research methods used to answer research questions in public administration.

Measure: Percentage of students achieving a grade of 80 percent or better in the course.

PADM 710, Public Sector Organization Theory & Behavior

Objective: Understanding of the major ideas in the classical, neoclassical, humanist and systems theories and ability to apply these ideas of organizational theory and behavior.

Measure: Percentage of students attaining a grade of 80 percent or better on the case analyses included in the mid-term and final examinations.

PADM 725, Public Management of Human Resources

Objective: Understanding of the major issues impacting human resources in the public sector.

Measure: Percentage of students attaining a grade of 80 percent or better in the course examination.

PADM 745, The Environment of Public Administration

Objective: Understanding of the political environment of public administration.

Measure: Percentage of students attaining a grade of 80 percent or better in the course.

PADM 765, Public Sector Economics

Objective: Understanding the economics of taxation and other governmental revenue sources.

Measure: Percentage of students receiving a grade of 80 percent or better on the final examination.

PADM 802, Quantitative Methods for Public Sector Professionals

Objective: Students are expected to be able to formulate statistically testable propositions, perform appropriate analyses on an existing data set, and interpret those results.

Measure: Percentage of students achieving a grade of 80 percent or better on their main project.

PADM 865, State and Local Government Finance

Objective: Understand and apply concepts of public finance and resource allocation in a federal form of government.

Measure: Percentage of students attaining a grade of 80 percent or better in the course.

PADM 895, Public Decision Making

Objective: Students are expected to learn classical approaches to decision-making and how to apply those approaches.

Measure: Percentage of students receiving a grade of 80 percent or better on the final case analysis paper in the course.

Feedback Loop:

The public administration faculty meet frequently to discuss programmatic issues and revisions. The faculty meet at the end of each semester to review student progress in course work and act on student progress including probations. The graduate program coordinator collects the data indicated in the "program object assessment" section of this plan and presents it to the faculty once a year. Faculty consider these data and make programmatic changes as needed. Changes made are monitored continually for their effectiveness.